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ABSTRACT

The purpose of the Drug-Free Schools and Communities Act of 1988, Part B, is to establish, implement, and improve programs of drug abuse prevention, early intervention, rehabilitation referral, and education programs in elementary and secondary schools. The act also aims to support innovative, community-based programs of coordinated services for high-risk youth. In enacting Part B, Congress recognized that prompt action by schools, families, and communities can promote the goals of a drug-free generation and a renewed commitment to excellence in education. Part B, providing state assistance, can play an important role in these efforts. To carry out the purpose of Part B, states must use their federal grants to make subgrants to local districts for establishing, operating, and improving local anti-drug efforts in schools; make subgrants to, and contracts with, like-minded community-based organizations; and engage in development, training, technical assistance, and coordination activities. This booklet explains the scope of Part B, including state eligibility requirements, and activities supported by the governor and the state of Hawaii. Information is also provided about grant allocations, needs assessment and improvement plans, target student populations, grant applications and amendment procedures, the administration of Part B programs, and the District Advisory Council's role. Four appendices furnish appropriate forms, including a grant application. (MLH)

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Drug-Free Schools and Communities Act of 1986, Part 2, Handbook

(Anti-Drug Abuse Act of 1988, Part B)

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DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986, PART 2, HANDBOOK

(Anti-Drug Abuse Act of 1988, Part B)

Office of Instructional Services, General Education Branch
Department of Education, State of Hawaii
November, 1989

FOREWORD

This handbook has been written to assist personnel responsible for planning, preparing, implementing, and evaluating programs funded by Part B of the Drug-Free Schools and Communities Act of 1988. It outlines and interprets the major provisions of Part B of the Act, and provides information on operations and procedures for use in administering the programs.

Although the Act allows state and local educational agencies to use the funds to meet their unique needs within a broad framework, personnel responsible for administering their programs are urged to use this handbook in planning, preparing, implementing, and evaluating such programs to be in compliance with the key provisions of Part B and operational and procedural guidelines established by the Department.

The Department has received assistance in revising this handbook from the Western Center for Drug-Free Schools and Communities (Northwest Regional Educational Laboratory). The Western Center is available for technical assistance in many aspects of Drug-Free Schools project planning and evaluation.

Charles T. Toguchi
Superintendent of Education

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I. INTRODUCTION

On October 27, 1986, President Reagan signed into law the Drug-Free Schools and Communities Act of 1986 (the Act). On April 28, 1988 Public Law 100-297, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, was enacted. These amendments repealed Subtitle B of Title IV of the Anti-Drug Abuse Act of 1986 and reenacted the Drug-Free Schools and Communities Act as Title V of the Elementary and Secondary Education Act of 1965 (ESEA). Subsequently, on November 18, 1988, the Act was amended by P.L. 100-694, the Anti-Drug Abuse Act of 1988.

This legislation provides additional resources to reinforce and coordinate the efforts of concerned parents, state and local officials, and community organizations to eliminate the use of drugs by our nation's youth. Part B of the Act provides federal financial assistance to states for programs of drug and alcohol abuse education and prevention. States then make subgrants to local education agencies (LEAs) and intermediate education agencies (IEAs), and to consortia of these agencies. States may also make subgrants to and contracts with community-based organizations. These programs are to be coordinated with related community efforts and resources to increase the overall benefit to young people.

The purposes of the Drug-Free Schools and Communities Act of 1988, Part B, are to establish, implement, and improve programs of drug abuse prevention, early intervention, rehabilitation referral, and education programs in elementary and secondary schools; and to support innovative, community-based programs of coordinated services for high-risk youth.

In enacting Part B, Congress recognized that prompt action by schools, families, and communities can bring significantly closer the goal of a drug-free generation and a drug-free society. Ending drug use will also contribute materially to the renewed commitment to excellence in education that our nation has made in recent years. Part B can play an important role in strengthening those efforts.

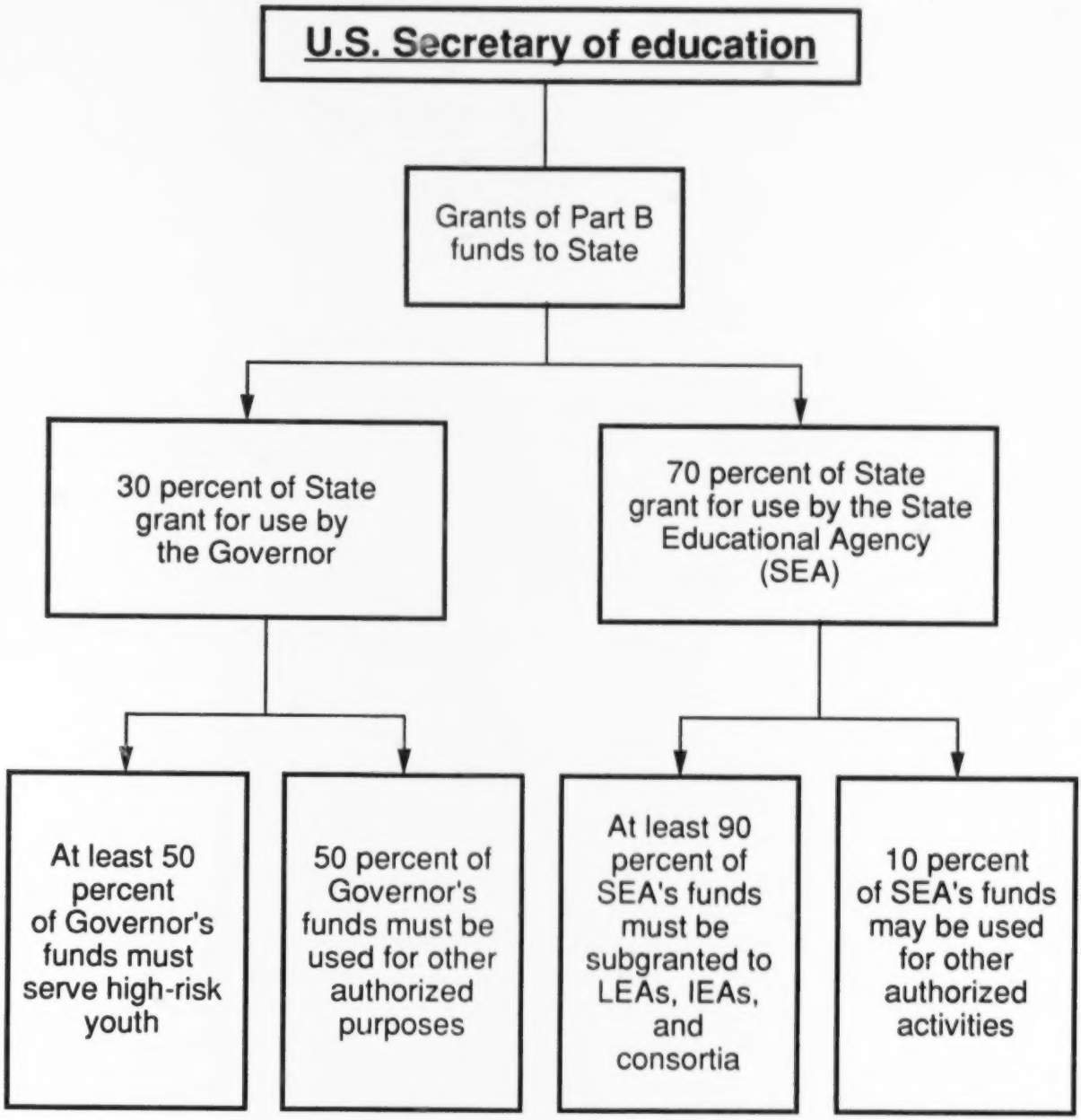
To achieve the purposes of Part B, states are to use their grants to:

1. make subgrants to LEAs and consortia of these agencies to establish, operate, and improve local programs of drug abuse prevention, early intervention, rehabilitation referral, and education in elementary and secondary schools;

2. make subgrants to and contracts with community-based organizations for programs of drug abuse prevention, early intervention, rehabilitation referral, and education for school dropouts and other high-risk youth; and

3. engage in development, training, technical assistance, and coordination activities.

RESOURCE FLOW CHART


U.S. Secretary of education
Grants of Part B funds to State
30 percent of State grant for use by the Governor
70 percent of State grant for use by the State Educational Agency (SEA)
At least 50 percent of Governor's funds must serve high-risk youth
50 percent of Governor's funds must be used for other authorized purposes
At least 90 percent of SEA's funds must be subgranted to LEAs, IEAs, and consortia
10 percent of SEA's funds may be used for other authorized activities

II. SCOPE OF PART B

A. Eligibility

A state submits a single application to the U.S. Secretary of Education in order to receive its grant. Thirty percent of the state's allotment is for use by the Governor. The remaining 70 percent is for use by the state educational agency (SEA).

The SEA is the Hawaii State Department of Education. The LEAs are the seven administrative districts. The Hawaii State Department of Education at times also acts as an LEA.

B. Activities Supported by the Governor

Section 5122 (b) of Part B requires that at least 50 percent of the Governor's funds must be used for innovative community-based programs of coordinated services for high-risk youth. The category of "high-risk youth" includes any individual who is not yet 21 years old, who is at high risk of becoming or who has been a drug or alcohol abuser, and who meets at least one of the following additional criteria:

1. is a school dropout;
2. has become pregnant;
3. has experienced repeated failure in school;
4. is economically disadvantaged;
5. is the child of a drug or alcohol abuser;
6. is a victim of physical, sexual, or psychological abuse;
7. has committed a violent or delinquent act;
8. has experienced mental health problems;
9. has attempted suicide; or
10. has experienced long-term physical pain due to injury.

Not more than 10 percent of participants can be other than high-risk youth if it is determined that the participation of such individuals will not

significantly diminish the amount or quality of the services provided to high-risk youth.

Individuals who currently abuse drugs and alcohol are not included in the category of "high-risk youth."

In addition to spending the required minimum 50 percent of the Governor's funds for high-risk youth, the Governor must use the remaining 50 percent either for high-risk youth or for the following programs and activities described in Section 5122 (a) of Part B:

1. local, broadly-based programs for drug and alcohol abuse prevention, early intervention, rehabilitation referral, and education for all age groups;

2. training programs concerning drug abuse education and prevention for teachers, counselors, other educational personnel, parents, local law enforcement officials, judicial officials, other public service personnel, and community leaders;

3. the development and distribution of educational and informational materials to provide public information (through the media and otherwise) for the purpose of achieving a drug-free society;

4. technical assistance to help community-based organizations and local educational agencies and consortia in the planning and implementation of drug and alcohol abuse prevention, early intervention, rehabilitation referral, and education programs;

5. activities to encourage the coordination of drug abuse education and prevention programs with related community and resources, which may involve the use of a broadly representative State Advisory Council including members of local boards of education, parents, teachers, counselors, health and social service professionals, and others having special interest or expertise;

6. other drug and alcohol abuse education and prevention activities consistent with the purposes of Part B, which may include a youth suicide prevention program;

7. intrastate drug and alcohol abuse education and prevention centers for providing outreach, consultation, training, and referral services to schools, organizations, and members of the community, except that--
   (a) any administrative expenses of such centers, including overhead expenses, shall be considered to be administrative costs of the chief

administrative officer of the State incurred in carrying out the duties of the chief executive officer;
(b) amounts made available for such centers may not be used for building or construction; and
(c) the activities of any such center shall be coordinated with the activities of other relevant centers in the State; and

8. administrative costs of the Governor's office in carrying out its responsibilities under Part B. (The Governor's office may not use more than 2.5 percent of its total funds for these administrative costs.)

C. Activities Supported by the SEA (Hawaii State Department of Education)

Section 5124 (a) and Section 5125 (a) of Part B require that at least 90 percent of the SEA funds must be subgranted to LEAs or consortia of these agencies for drug and alcohol abuse prevention and education programs and activities, including the following:

1. the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials--
(a) developed from the most readily available, accurate, and up-to-date information; and
(b) which clearly and consistently teach that illicit drug use is wrong and harmful;

2. school-based programs of drug and alcohol abuse prevention and early intervention (other than treatment);

3. family drug and alcohol abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;

4. drug and alcohol abuse prevention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families including professional and peer counselors and involving the participation (where appropriate) of parent and other adult counselors and reformed abusers;

5. outreach activities, drug and alcohol abuse education and prevention programs and referral services for school dropouts;

6. guidance counseling programs and referral services for parents and immediate families of drug and alcohol abusers;

7. referral programs for drug and alcohol abuse treatment and rehabilitation;

8. programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other educational personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders;

9. programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;

10. community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;

11. public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;

12. on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;

13. special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts and using athletic programs and personnel in preventing drug and alcohol abuse among all students; and

14. other programs of drug and alcohol abuse education and prevention, consistent with the purposes of Part B.

In addition to using the required minimum 90 percent of the SEA funds for subgrants to LEAs or consortia of these agencies, the SEA must use the remaining ten percent either for further subgrants or for the following programs and activities:

1. training and technical assistance programs concerning drug and alcohol abuse education and prevention for local educational agencies, including teachers, administrators, athletic directors, other educational personnel, parents, local law enforcement officials, and judicial officials;

2. the development, identification, and dissemination of the most readily available, accurate, and up-to-date model curriculum materials for consideration by local educational agencies and for evaluation of the materials;

3. demonstration projects in drug and alcohol abuse education and prevention;

4. special financial assistance to enhance resources available for drug and alcohol abuse education and prevention in areas serving large numbers of economically disadvantaged children or sparsely populated areas, or to meet special needs; and

5. administrative costs of the SEA in carrying out its responsibilities under Part B. (The SEA may use no more than 2.5 percent of its total funds for these administrative costs.)

III. GRANT ALLOCATION

A. Grant Allocation to the State of Hawaii

The State of Hawaii receives Part B assistance by submitting a single application to the U.S. Secretary of Education. Both the Governor and the Hawaii State Department of Education (SEA) must sign the application and agree to use the funds in accordance with the requirements of Part B. The application covers a period of three federal fiscal years, ending on September 30, 1992.

The Secretary reviews the application to ensure that it conforms to the requirements in Part B, the General Education Provisions Act, and the Education Department General Administrative Regulations (EDGAR), and contains the following assurances:

1. Part B funds will be used to supplement and increase the level of state, local, and non-federal funds that would--in the absence of Part B funds--be made available for the programs and activities for which Part B funds are provided, and will in no event supplant such state, local, and other non-federal funds;

2. the state will keep such records and provide such information as may be required by the U.S. Secretary for fiscal audit and program evaluation;

3. the state will comply with the specific requirements of Part B;

4. the SEA will provide financial assistance under Part B only to LEAs and consortia that establish and implement drug abuse education and prevention programs in elementary and secondary schools; and

5. the effectiveness of programs assisted under Part B will be evaluated annually.

In addition, the state's application must describe how the SEA will coordinate its efforts with appropriate state health, law enforcement, and drug abuse prevention agencies. These agencies must include the state agency which administers the Alcohol, Drug Abuse, and Mental Health block grant under Part B of Title XIX of the federal Public Health Service Act.

The Secretary grants the state its allotment of Part B funds if the application meets those requirements. The funds allotted to each state are based on its relative number of school-age children/population. "School-age population"

is defined as "the population aged five through seventeen (inclusive)," determined on the basis of census data available from the U.S. Department of Commerce.

B. Grant Allocation to the Hawaii State Department of Education (SEA Portion of Funds)

Part B requires that at least 90 percent of SEA portion of funds must be subgranted to LEAs or consortia of these agencies for drug and alcohol abuse prevention and education programs and activities. In addition to using the required minimum 90 percent of SEA funds for subgrants to LEAs, the SEA must use the remaining ten percent either for further subgrants or for drug abuse education and prevention activities that involve training and technical assistance; curricular and instructional materials development, dissemination, implementation and evaluation; demonstration projects; special financial assistance to enhance resources available to areas with large numbers of economically disadvantaged children, sparse populations, or special needs; and administrative costs of the SEA in carrying out its responsibilities under Part B.

Part B distinguishes between administrative costs and program costs.

1. Generally, administrative costs are those associated with reviewing applications, monitoring subgrantee performance, preparing and reconciling financial reports, and collecting, analyzing, and aggregating evaluation data.

2. Program costs are those that are directly related to the instructional aspects of drug education and prevention programs in the schools, such as the development, dissemination, implementation and evaluation of curricular and teaching materials, and provision of inservice training of teachers on drug and alcohol abuse education and prevention.

C. State Allocation to Districts (LEAs)

The Department's funds must be allocated to the districts on the basis of the relative numbers of children in the school-age population in the areas served by the districts. To receive Part B allocations, districts must submit to the state office an application for a period not to exceed three federal fiscal years, ending on September 30, 1992. The application must be amended annually

as necessary to reflect changes. The application must satisfy the following requirements of Part B:

1. set forth a comprehensive plan for programs to be carried out by the district or local education agency with Part B funds;

2. contain an estimate of the cost for the establishment and operation of the programs;

3. establish or designate a local or substate regional advisory council on drug and alcohol abuse education and prevention composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of the law enforcement community, community-based organizations, and other groups with interest and expertise in the field of drug and alcohol abuse education and prevention;

4. describe the extent of the current drug and alcohol problem in the schools of the applicant;

5. describe the agency's or consortium's drug and alcohol policy, including an explanation of:

   a. the practice and procedures it will enforce to eliminate the sale or use of drugs and alcohol on school premises, and

   b. how it will convey to students the message that drug use is not permissible;

6. describe how the agency or consortium will monitor the effectiveness of its program;

7. describe the manner in which the district will establish, implement, or augment madatory age-appropriate, developmentally-based, drug and alcohol abuse education and prevention programs for students throughout all grades of the school operated or served by the district (from early childhood level through grade 12), and provide assurances that the district enforces related rules and regulations of student conduct.

8. describe the manner in which the district will coordinate its efforts under Part B with other programs in the community related to drug and alcohol abuse education, prevention, treatment, and rehabilitation;

9. provide assurances that the district will coordinate its efforts with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies, in order to conduct effective drug and alcohol abuse education, intervention, and referral for treatment and rehabilitation for the student population;

10. provide assurances that the federal funds made available under Part B shall be used to supplement and increase the level of funds that would, in the absence of such federal funds, be made available by the district for the purposes described in Part B, and in no case supplant such funds;

11. provide assurances of compliance with the provisions of Part B;

12. agree to keep such records and provide such information to the state office as reasonably may be required for fiscal audit and program evaluation, consistent with the responsibilities of the SEA under Part B; and

13. include such other information and assurances as the SEA reasonably determines to be necessary.

The state office reviews the applications to ensure that they meet the requirements of the federal statutes and regulations that apply to Part B. To ensure that the districts will promptly establish and implement drug and alcohol education and prevention programs at all grade levels, the state office's review of the district applications will consider the purposes of Part B. The state office will also monitor the implementation process.

If the state office approves the applications, it grants the districts their allocations of Part B funds. The state office also notifies the districts if the requirements are not met. If necessary, districts may revise their applications and submit to the state office their revised applications.

The schedule of state project activities is outlined in Appendix A, pg. 31.

D. District Allocation to Schools

To receive Part B allocations, schools must submit to their district office an application for a period not to exceed three federal fiscal years, ending on September 30, 1992. The allocation will be based on the relative numbers of children in the school-age population in the areas served by the schools. The application must be amended annually as necessary to reflect changes. The district offices review the applications to ensure that they conform to the requirements of federal statutes and regulations that apply to Part B.

The allocations must be used for drug and alcohol abuse prevention and education programs and activities, including the following:

1. the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials--
   (a) developed from the most readily available, accurate, and up-to-date information; and
   (b) which clearly and consistently teach that illicit drug use is wrong and harmful;

2. school-based programs of drug and alcohol abuse prevention and early intervention (other than treatment);

3. family drug and alcohol abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;

4. drug abuse and alcohol prevention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families including professional and peer counselors and involving the participation (where appropriate) of parent and other adult counselors and reformed abusers;

5. outreach activities, drug and alcohol abuse education and prevention programs and referral services, for school dropouts;

6. guidance counseling programs and referral services for parents and immediate families of drug and alcohol abusers;

7. referral programs for drug and alcohol abuse treatment and rehabilitation;

8. programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other educational personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders;

9. programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;

10. community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;

11. public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;

12. on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;

13. special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts and using athletic programs and personnel in preventing drug and alcohol abuse among all students; and

14. other programs of drug and alcohol abuse education and prevention, consistent with the purposes of Part B.

Section 5123 (b) of Part B, like all other federal programs, contains the supplement-not-supplant provision. To be in compliance with this requirement, schools may not divert state funds from an activity because Part B funds are available. Part B funds must be used to supplement the expenditure of state funds for the purposes of Part B; they are not intended to replace state funds that would have been spent in the absence of Part B funds.

Part B also expressly precludes the use of the funds for drug or alcohol treatment or rehabilitation programs. The focus is on drug and alcohol abuse education and prevention in schools and communities, not drug treatment or rehabilitation.

Part B specifically authorizes the distribution of funds to consortia. A consortium of several schools may be of particular benefit in effectively using funds in sparsely populated areas. The application procedure for consortia is the same as that for individual schools.

Schools may also pool their Part B funds after they are received. However, each school remains accountable for the amount of its own subgrant of funds, regardless of the degree to which it benefits from the pooled funds.

E. Reallocation

If an agency or consortium does not apply for its allocation of Part B funds, the state office may re-allocate the remaining funds during the following year to particular agencies or consortia on the basis of need or in proportion to their original Part B allocations.

In the event that Part B funds remain unobligated for more than a year after the funds were allocated, the state/district offices may redistribute them only to districts/schools that are capable of using the funds on a timely basis. Although funds may be redistributed, the period of obligation may not be extended.

Unused funds may not be retained by the state office, unless more than 90 percent of the total Department of Education grant was allocated to the districts. Unused funds may be used by the state office only as long as the funds do not exceed the allowable ten percent.

IV. NEEDS ASSESSMENT AND IMPROVEMENT PLANS

A. Foundation Program Requirements

The Foundation Program requires that all students be provided instruction from elementary through high school in health, physical education, and social studies. These subjects are three of the eight required academic areas in the curriculum.

Health education , physical education, and social studies, as well as guidance and special motivation classes, attend to the Foundation Program Objectives: II. Develop Positive Self-Concept; III. Develop Decision-Making, Problem Solving Skills; V. Develop Physical and Emotional Health; VII. Develop Continually Growing Philosophy that Reflects Responsibility to Self as well as to Others.

The intent of Part B is related to these programs. The needs assessment, planning and evaluation are, therefore, integral parts of the process to improve the Foundation Program and the academic areas.

B. Assessment of Needs

Assessment can be defined broadly to include the gathering of appropriate information to determine the gap(s) or discrepancies between the desired and existing states. When the gap is known, the priorities can be established. Assessment is a means of providing information for decision making. Assessment also helps to prevent planning from being piecemeal and fragmented.

Applicants for Part B funds are required to conduct an assessment of the current status of their drug and alcohol abuse education and prevention programs, identify the gap(s), and establish priorities for improvement. The following questions may assist applicants in conducting their needs assessment.

1. What is the extent of the drug and alcohol problem in the school?

    a. What data are needed to determine our current status? (e.g., data on students behavior and background as revealed through the student alcohol and drug use surveys and school disciplinary action reports; parents' knowledge and attitudes toward drug and alcohol use).

    b. What is currently implemented to address the problem? (e.g., data on existing drug and alcohol education and prevention programs delivered through content areas; related programs and activities conducted by local agencies and community groups).

2. What are the goals or outcomes toward which we are striving? Which have highest priority? What is our focus?

3. What are the desired outcomes?

   a. What are the desired or acceptable levels of attainment?

   b. What measures will be used to determine attainment of outcomes?

C. Development of a Comprehensive Improvement Plan for Drug-Free Schools & Communities

Improvement includes identifying the factors which influence the gap(s) found in the assessment process, determining appropriate solutions through identification of alternatives to reduce the gap(s), and implementation of a selected plan.

Applicants for Part B funds will be required to submit a comprehensive plan for programs to be carried out. This plan must describe the manner in which the applicant will establish, implement, or augment mandatory age-appropriate, developmentally-based drug abuse education and prevention programs for students throughout all grades of the schools served by the applicant. The improvement plan will consist of components as diagrammed in the attached model for comprehensive improvement planning. The following questions may help applicants in developing their comprehensive plans.

1. What are the possible kinds of alternatives within the parameters of reality (e.g, Section 5124 (a) and Section 5125 (a) of Part B regulations)?

2. Which alternatives have the highest potential for success (measurable outcomes) in meeting established priorities?

3. What activities can be funded with Part B funds? Which ones can be funded with other funds? Who will carry them out? In what sequence? How much time will be needed? What are the required resources? What are the costs?

D. Evaluation

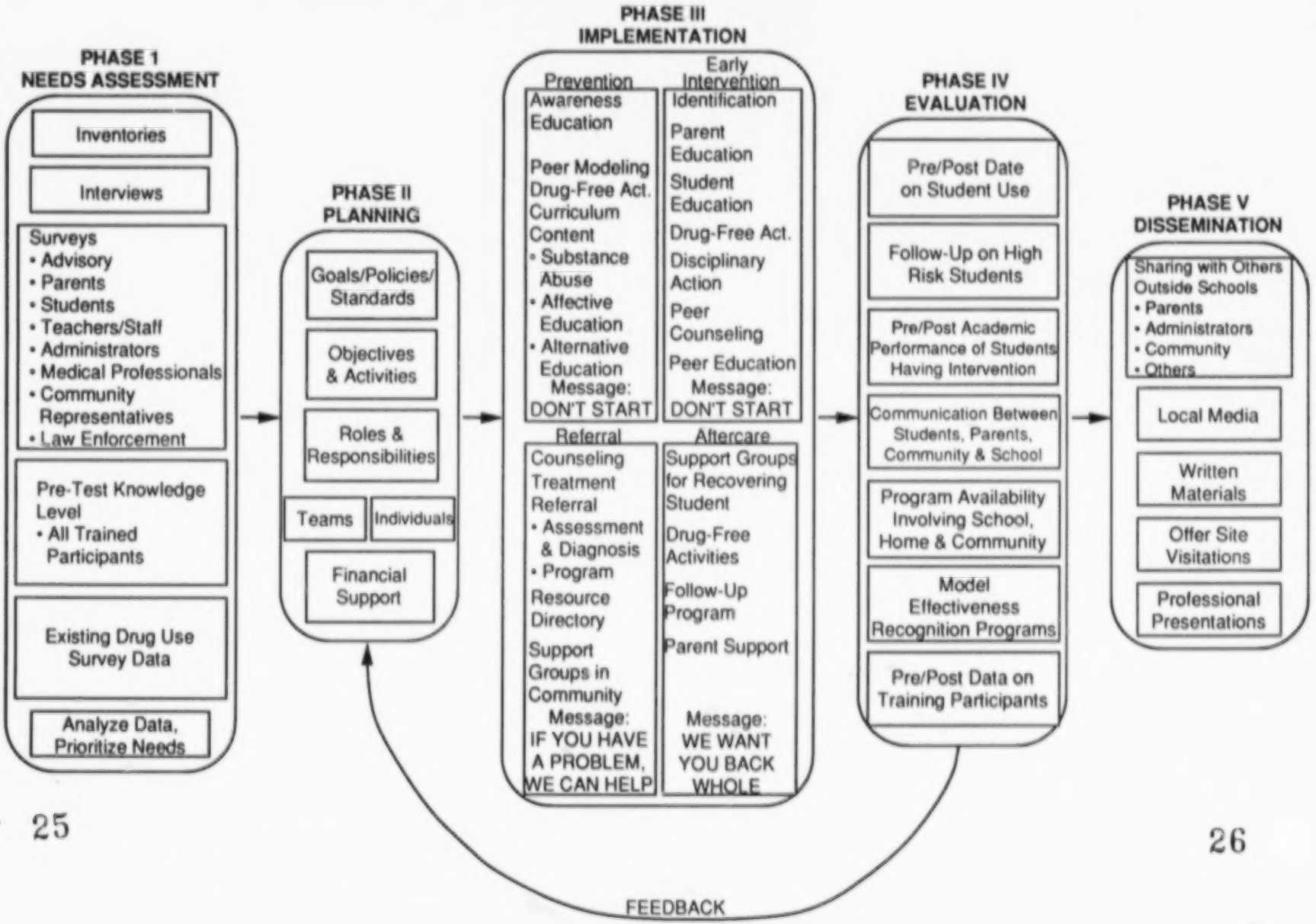
Evaluation is an integral part of assessment and improvement. Formative evaluation encompasses the process of how things are being done and summative evaluation, the end result or how effective the selected plan was in achieving the goals or objectives.

Part B requires states to conduct annual evaluations. For each year of the grant period, a significant number of programs must be evaluated and by the end of the three-year period covered by the application, the effectiveness of every program supported by Part B funds must be evaluated. Consequently, Part B grantees and subgrantees are required to evaluate their programs. The following questions may assist grantees and subgrantees in developing evaluation plans.

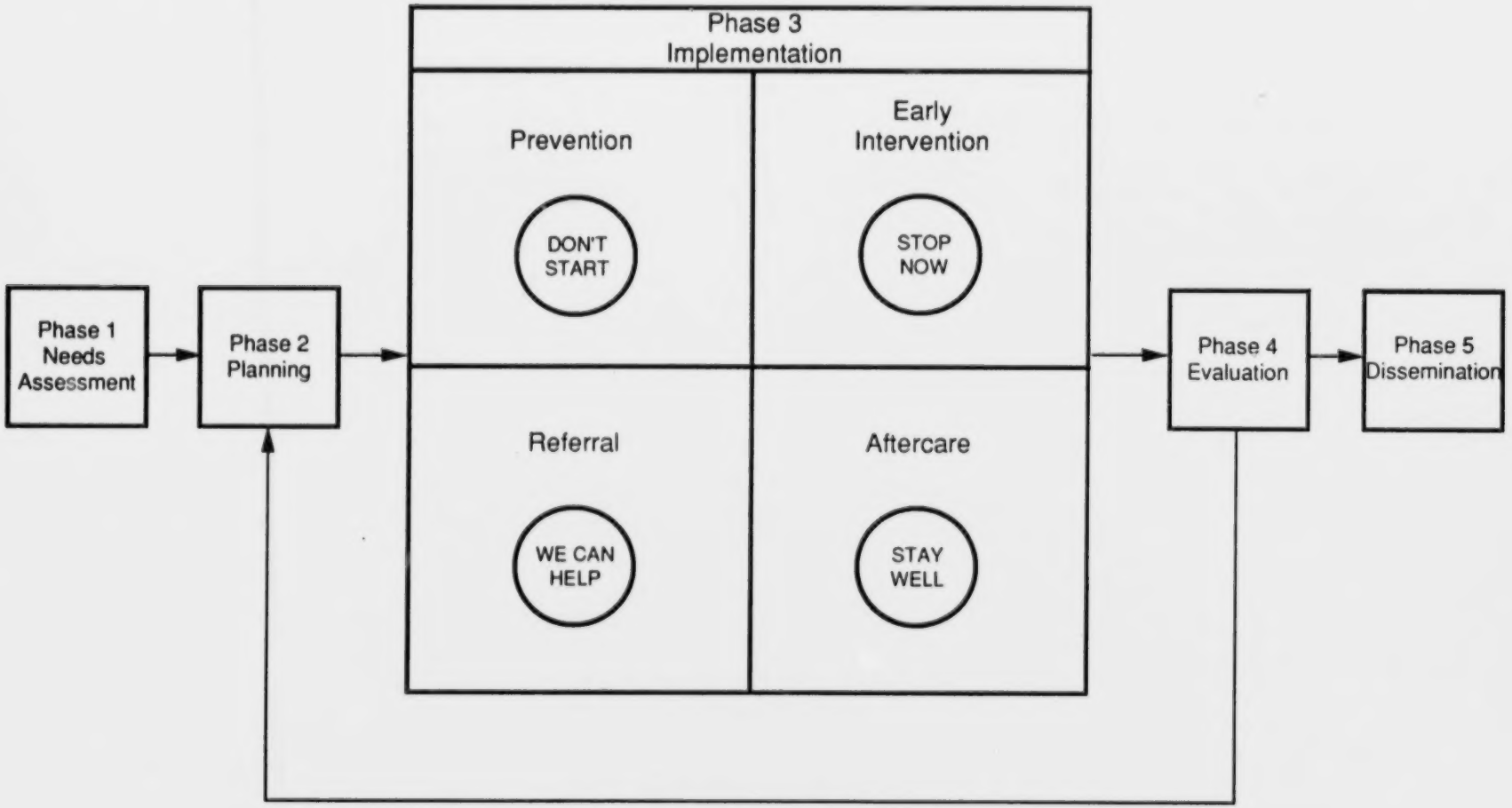
1. How will we determine if the planned activities are being conducted effectively during implementation to achieve the desired objectives?

2. How will we determine the impact of the program on the desired outcomes?

A COMPREHENSIVE MODEL FOR DRUG-FREE SCHOOLS (K-12)



A COMPREHENSIVE MODEL FOR DRUG-FREE SCHOOLS



Adapted from Fox and Forbing (1987)
Fighting Substance Abuse in our Schools

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INDICATORS OF SUCCESS

1. Recognizing and Assessing the Problem

   - There was a formal or informal assessment of the problem to determine the extent of drug use.
   - Staff, students and the community were informed of the findings of the assessment.

2. Setting, Implementing and Enforcing the Policy

   - Your school's drug policy promotes a clear no-use message.
   - Students, parents, staff and the community are involved in the formulation of the policy.
   - The students, staff and community are all informed of the school policy.
   - Strict penalties are uniformly and fairly applied for violations of the policy.

3. Teaching Drug Prevention

   - A drug prevention curricula which teaches drug use is wrong and harmful, had been infused into the regular curriculum.
   - Maintains a library of accurate and up-to-date materials.

4. Staff Development

   - Ongoing training is provided for administrators, teachers and staff to enable them to identify drug related problems and determine appropriate responses.

5. Student Involvement

   - Students are involved in prevention activities during and after school, i.e., drug-free proms, drug-free clubs, peer listening, self help groups, etc.

6. Parent Involvement

   - Parents work cooperatively with the school to provide guidance and support needed to resist alcohol, tobacco and other drug use.

7. Community Involvement

   - Civic, business, religious, law enforcement and private groups provide support and resources for the program.

V. TARGET STUDENT POPULATION

A. School-Age Population

The Drug-Free Schools and Communities Act of 1988, Part B, funds are allotted to Hawaii on the basis of its relative number of school-age population. Thus to receive Part B funds, schools and consortia must implement drug and alcohol education and prevention programs for students throughout all grades served (from early childhood level through grade 12). While a program must be provided at each grade level, it is not necessary that the program at each grade level be supported by Part B funds. For instance, drug education and prevention programs at some grade levels may be supported by state and/or local funds. In that case, Part B funds could be used to support the program at the remaining grade levels.

In addition, schools and consortia have the flexibility to decide how much emphasis should be placed on the program at each grade level. For example, a school or consortium may decide to concentrate its drug education and prevention programs at particular grade levels with reinforcement at other grade levels.
Applications submitted by districts/schools should indicate the grade level(s) to be targeted, as feasible.

B. Private School Population

Part B includes requirements for the equitable participation of private school children and teachers. However, LEA and consortia receiving Part B funds may not allocate Part B funds directly to private schools to satisfy these requirements; they must, instead, provide Part B programs and services to the private school students and teachers. Moreover, the LEA and consortia must maintain administrative direction and control over the funds and property that benefit private school children and teachers, and must also be responsible for monitoring the Part B programs for them.

Consultation with appropriate private school representatives should begin during the planning process for the programs and activities that will be carried out with Part B funds. Consideration must be given to who will receive benefits, how needs will be identified, what benefits will be provided, how the benefits will be provided, and how the program and activities will be evaluated. Such consultation must occur before any decision is made that affects the opportunities of private school children and teachers to participate in Part B programs and activities. Since the schools and consortia will provide Part B services, they ultimately determine what services the private school children and teachers will receive. Consultation with private school representatives must be documented for audit and program evaluation.

Whatever services are provided to private school children and teachers must be equitable to those provided to public school children and teachers. If the needs of private school children and teachers are different from the needs of public school children and teachers, then the private school children and teachers must receive different Part B benefits that reflect their needs. The same average per person amount of Part B funds must be spent on Part B benefits for private school children and teachers except in cases where the average cost of meeting the Part B needs of private school children and teachers is different from the average cost of meeting the Part B needs of public school children and teachers.

Although private school children and teachers must be offered an opportunity to receive services that are equitable with those being provided in public schools, the services need not be provided if private school representatives have indicated that their children and teachers will not participate in Part B programs and activities. Refusal to participate must be documented. The funds generated by children in those private schools must then be allocated for Part B services to public school children and teachers and participating private school children and teachers.

VI. GRANT APPLICATION AND AMENDMENT

A. Grant Application

The application for Part B funds will be for the purpose of establishing, implementing, and improving programs of drug abuse prevention, early intervention, rehabilitation referral, and education programs in elementary and secondary schools.

The application will be for a period not to exceed three (3) federal fiscal years, ending on September 30, 1992.

The application will "set forth a comprehensive plan for programs to be carried out by the applicant," including "assurances that the applicant enforces related rules and regulations of student conduct." This plan is to be developed with the help of a District Advisory Council on drug abuse education and prevention and coordinated with local drug and alcohol, health, and law enforcement agencies.

Districts are required to submit to the state office the following (see Appendix B):

1. cover sheet signed by the District Superintendent or designee;

2. Certifications and Assurances form signed by an authorized district person;

3. Participation of Private School Children form;

4. Project Budget form; and

5. Local Application form which includes:

    a. information on the District Advisory Council,

    b. description of how the district will coordinate its efforts with other agencies,

    c. description of current program status,

    d. description of comprehensive plan for programs to be carried out under Part B, including activities by fiscal year, grade levels involved, identified need/outcome, and funding source, and

    e. description of evaluation plan.

B. Amendment and End-of-Year Report

The original application may be amended annually as necessary to reflect changes. Prior to receiving a grant award for the new program year, the districts will be required to submit a project plan amendment which includes an annual budget (see Appendix B) and a District End-Of-Year Report (see Appendix C). The Report requires:

1. information on program statistics (grade levels and number of sites directly served, number of public and private persons directly served);

2. major needs addressed by the program;

3. results of coordination required with other programs in the community related to drug abuse education, prevention, treatment, and rehabilitation;

4. summary of expected and actual program outcomes;

5. unanticipated outcomes;

6. list of materials and procedures that may be adapted/adopted; and

7. unmet needs.

VII. ADMINISTERING PART B PROGRAMS

A. Authorized Use of Funds

The Drug-Free Schools and Communities Act of 1988, Part B, requires that funds be used to establish, implement, and improve drug and alcohol abuse prevention, early intervention, rehabilitation referral, and education programs and activities in elementary and secondary schools in coordination with related community efforts and resources. In addition, it requires that funds be used to supplement and, to the extent practical, to increase the level of funds that would, in the absence of such federal funds, be made available for the purposes of Part B.

B. Fiscal Management

Part B funds are allocated to the state and district offices, and schools according to fiscal procedures of the Hawaii State Department of Education. Established departmental procedures will be followed for expenditures, accounting, and recordkeeping. Title to equipment purchased for private school use will be retained by the district offices. Deficit spending is prohibited.

Expenditures must be consistent with the purposes of Part B and necessary and reasonable. There must be a direct relationship between costs incurred and the activities included in the approved application.

Personnel may be hired using Part B funds if they are hired to carry out activities consistent with the purposes of Part B that were included in the approved application. Personnel costs must be documented with a job description showing the percentage of time allotted to Part B programs and activities.

Although the grant period is for three federal fiscal years, an annual budget submission and End-Of-Year Report will be required prior to a grant award for the new program year.

Part B funds must be obligated and expended within a year after the end of the federal calendar year for which the funds were appropriated. Since the FY 1988 funds were appropriated for use during FY 1988 and 1989, they must be obligated and expended by September 30, 1990, or returned to the U.S. Treasury. Accordingly, FY 1989 funds will be available and must be obligated and expended by September 30, 1991. As such, funds that are not obligated or expended by the end of the year for which the funds were allocated will revert

to the state/district and will be re-allocated only to districts/schools that are capable of using them on a timely basis. Automatic carry-over of unobligated Part B funds will not be authorized.

C. Equipment

Equipment may be purchased with Part B funds only under the following conditions:

1. they are reasonable and necessary for Part B educational programs and activities; and

2. they are not part of the Standard Equipment List for general classroom use.

Equipment purchased with Part B funds must clearly be marked "DFSCA" either directly on the equipment or on a tape affixed to the equipment. Also indicating the year of purchase on the equipment or tape will assist in inventory control.

A separate inventory of Part B purchased equipment is recommended to facilitate recordkeeping and accounting for such purchases.

Equipment purchased with Part B funds must be used in the programs for which they were acquired as long as needed, whether or not the programs continue to be supported by federal funds. When no longer needed for the original programs, the equipment will be used, if needed, in other projects or programs currently or previously sponsored by the federal government in the following order of priority:

1. projects or programs currently or previously sponsored by the same granting agency; and

2. projects or programs currently or previously sponsored by other federal agencies.

D. Records

Fiscal and program records will be maintained and retained for fiscal audit, program monitoring, and evaluation. Records are to be retained for a period of five (5) years after completion of the Part B programs and activities. Records include applications, allocation notices, expenditure plans, purchase orders, record of allotment and expenditures, reports, and inventory of equipment.

Records must be retained for as long as necessary for years in which an "audit exception" has been filed by an auditor under the Single Audit Act or by the U.S. Department of Education.

For personnel funded partially (less than 100%) with Part B funds and working on more than one program, "appropriate time distribution records" must be maintained and retained for five years after completion of the activity or program.

In the case of a consortium, one school must be designated as the fiscal agent for the consortium. All records will be maintained by the designated school.

E. Monitoring

Part B programs and activities will be monitored periodically by state and district personnel. On-site and report monitoring will be conducted annually.

The purposes of monitoring are to determine how the programs and activities are meeting the purposes of Part B, to determine compliance with applicable requirements, and to offer assistance as needed. In addition to state and district personnel responsible for Part B programs and activities, the monitoring teams may include members of the Drug Education and Prevention Advisory Council.

The Part B programs will also be monitored periodically by the U.S. Department of Education program staff. These visitations will be coordinated by the state office.

F. Audit

An audit of Part B programs, under the Single Audit Act and paid with state general funds, will be conducted by an independent agency annually. The major purpose of such an audit is to determine fiscal integrity of the Part B financial transactions and compliance with appropriate directives and conditions of the grant program.

G. Assistance in Administering Part B Programs

Questions on administering Part B programs and activities may be addressed to the Health Educational Specialists in the district and state offices:

Office	Telephone No.
Honolulu District	737-0634
Central Oahu District	621-0715
Leeward Oahu District	671-3951
Windward Oahu District	247-2101
Hawaii District	961-7238
Maui District	244-4261
Kauai District	245-4366
State	395-8810

VIII. DISTRICT ADVISORY COUNCIL

The district is required to establish or designate a local or regional advisory council on drug abuse education and prevention composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of the law enforcement community, community-based organizations, and other groups with interest and expertise in the field of drug education and prevention. One individual may represent more than one of the groups.

Generally, the councils may provide advice to the districts in the planning, implementation, and evaluation of school-based programs. They also may help coordinate these programs with related community efforts and resources. Within this framework, districts can best determine how to use the particular interests and expertise of council members.

Part B funds may be used for expenses associated with District Advisory Councils if these expenses are clearly related to the Councils' roles in conducting authorized Part B ac

APPENDIX A

Schedule of State Project Activities

SCHEDULE OF STATE PROJECT ACTIVITIES

Activity		Timeline
1.	Notification of district share of funds	September 1989
2.	School applications for use of funds (Project Plan and Evaluation Form)	Between June-October 1989 (check with districts)
3.	District application for use of funds (Grant Application Forms)	September-October 1989
4.	Drug survey	September 19, 1989
5.	Allocation of district funds to schools	Upon approval of school application (check with districts)
6.	Implementation of district funds to schools	Upon notification of approval from district office
7.	Student Assistance Program Training	October 1989
8.	Recognition Program	October-November1989
9.	Drug Advisory Committee meeting to revise draft of drug survey report	December 6, 1989
10.	Receipt of drug survey report from NWREL	January 1989
11.	Training of district cadre on interpretation of drug survey results	January 9, 1990
12.	Dissemination of drug survey results to schools; training by districts on interpretation of drug survey results	January-February 1990
13.	Modification of district/school plans based on survey results	February-March 1990
14.	Submittal of End-of-Year Reports by districts/schools	May-June 1990 (check with districts)
15.	Drug-Free Schools Personnel Training Institute	June 12-17, 1990

APPENDIX B

Grant Application Forms

DEPARTMENT OF EDUCATION
DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986
Three Year Local Application
Fiscal Years 1990-92

_____ District Application

A. Contact Person: _____

B. APPROVAL:

_____ _____
District Superintendent or Designee Signature Date

_____ Original Application (Due: September, 1989)

_____ Amendment for Second Year (Due: September, 1990)

_____ Amendment for Third Year (Due: September, 1991)

Hawaii State DOE Use Only Project Number: _____

Date Received: _____

Project Approval Date: _____ Grant Amount: $_____

Approval Signature: _____

CERTIFICATIONS AND ASSURANCES

By my signature below, I certify the information contained in this application is correct, and agree, upon the approval of each project application by the Hawaii State Department of Education to accept and perform the following general requirements:

1. Administer the program in accordance with all applicable regulations and this application.

2. Control and account for all funds received and expended, and nonexpendable property, so they are clearly identifiable to each specific project only, as required by state and federal regulations.

3. Prepare, submit, and retain all records and reports of activities and funds used at such time and for such periods of time as are required by and federal laws and regulations governing each program and grant.

4. Accept and abide by the "Assurances of Compliance" required by federal law as a condition of using the federal funds granted.

5. Accept and assist state and federal staff during on-site reviews of activities, make available records and accounts related to each project, within the limits of reasonable advance notices, and with recognition of my rights to due process in the event of any adverse decisions.

6. Provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for an operation of the program.

7. Assure the participation of private, non-profit school children on an equitable basis.

8. Provide project information to all interested local persons, recognizing those laws protecting the right to privacy of the individual students participating.

9. Acquire and disseminate to teachers and administrators participating in the program information from educational research, demonstrations, and similar projects, and where appropriate, provide for adopting promising educational practices developed through those projects.

10. Reserve to the Hawaii State Department of Education rights to all materials and/or products developed in this project.

continued on next page

Certification and Assurances (continued)

DRUG-FREE SCHOOLS AND COMMUNITIES ACT ONLY

1. Establish or designate a local advisory council on drug abuse education and prevention composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of the law enforcement community, community-based organizations, and other groups with interest and expertise in the field of drug abuse education and prevention.

2. Provide assurances that the applicant will coordinate its efforts with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies, in order to effectively conduct drug and alcohol abuse education, intervention, and referral for treatment and rehabilitation for the student population.

3. Provide assurances that the federal funds made available under Part B shall be used to supplement and, to the extent practical, to increase the level of funds that would, in the absence of such federal funds, be made available by the applicant for the purposes described in this part, and in no case supplant such funds.

4. Provide assurances of compliance with the provisions of Subtitle B, Drug-Free Schools and Communities Act of 1988 that affect local education agencies or consortia.

5. Provide assurances that the applicant enforces related rules and regulations of conduct.

6. Agree to keep such records and provide such information to the Department of Education as reasonably may be required for fiscal audit and program evaluation.

_____

Authorized District Signature

_____

Title

_____

Date

PARTICIPATION OF PRIVATE SCHOOL CHILDREN

(P.L. 97-35, Sec. 557, "Participation of children enrolled in private schools)

1. YES NO — Are there nonpublic schools in your district? If you check "YES," please respond to the remaining questions.

   NOTE: Private schools refusing participation should be asked to do so by written response. Copies of letters declining participation should be included with this application.

2. YES NO — Representatives of private schools with eligible children have participated in planning.

3. YES NO — Planning and consultation with private school representatives included identification of target children and an assessment of their needs.

4. YES NO — Private schools with eligible children will participate in project activities.

5. List all the private schools in your district.

Name & Address of School	Enrollment	Participating		Estimated Number of Participants
		Yes	No	

6. Per capita expenditures for children enrolled in nonpublic schools must be equal to expenditures for public school children taking into account the needs of the individual children and other factors that relate to such expenditures.

   a. Per capita amount of funds made available to public school children:

      $_____

   b. Per capita amount of funds made available to nonpublic school children:

      $_____

7. Describe the nature of participation in the schools that have indicated that they will be participating:

PROJECT BUDGET

PROJECT NUMBER _____

DISTRICT _____

School Account Number	District Account Number	School Name	Budget Amount		
Required	Optional		Initial	Revised	Revised
		TOTAL			

District Revision Date: _____ District Signature: _____

Hawaii State DOE Use Only

_____
Program Manager's Signature

Initial Approval Date: _____ Amount: _____
Revision Approval Date: _____ Amount: _____
Revision Approval Date: _____ Amount: _____

DEPARTMENT OF EDUCATION
DRUG-FREE SCHOOLS AND COMMUNITIES ACT of 1986
Anti-Drug Abuse Act of 1988
District Application
Fiscal Years 1990-1992

1. Name of DISTRICT _____

2. Describe the membership and role of your DISTRICT ADVISORY COUNCIL on drug abuse education and prevention.

3. Describe the manner in which your district WILL COORDINATE its efforts under this part with other programs in the community related to drug abuse education, prevention, treatment, and rehabilitation.

4. Describe the CURRENT STATUS of your district's drug and alcohol abuse prevention program and identify your DISTRICT NEEDS in priority order, most to least critical. It is strongly suggested that you consult with your District Advisory Council as established under this Act and any local or regional drug and alcohol programs when developing this portion of the plan.

a. Current Program Status

b. District Needs in Priority Order Source of Information

5. COMPREHENSIVE PLAN

Describe the manner in which your district will establish, implement, or augment mandatory age-appropriate, developmentally-based, drug abuse education and prevention programs for students throughout all grades of the schools operated or served by your district (from the early childhood level through grade 12).

Section 5124 (a) & 5125 (a) activity*	FY 90	FY 91	FY 92	Grade Level(s)	Identified Need/Outcome	Activity Summary	Funding Source(s)

*See next page "Section 5124 (a) and 5125 (a). Local Drug Abuse Education and Prevention Program," use number 1-14 to indicate category.

Section 5124 (a) and 5125 (a). LOCAL DRUG ABUSE EDUCATION AND PREVENTION PROGRAMS

(a) Any amounts made available to local educational agencies or consortia under section 5124 (a) and 5125 (a) shall be used for drug and alcohol abuse prevention and education programs and activities, including:

(1) the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials--
(A) developed from the most readily available, accurate, and up-to-date information; and
(B) which clearly and consistently teach that illicit drug use is wrong and harmful;

(2) school-based programs of drug and alcohol abuse prevention and early intervention (other than treatment);

(3) family drug and alcohol abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;

(4) drug and alcohol abuse prevention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families including professional and peer counselors and involving the participation (where appropriate) of parent or other adult counselors and reformed abusers;

(5) outreach activities, drug and alcohol abuse education and prevention programs and referral services, for school dropouts;

(6) guidance counseling programs and referral services for parents and immediate family members of drug and alcohol abusers;

(7) referral programs for drug and alcohol abuse treatment and rehabilitation;

(8) programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other educational personnel, athletic, public service personnel, law enforcement officials, judicial officials, and community leaders;

(9) programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;

(10) community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;

(11) public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;

(12) on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;

(13) special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts and using athletic programs and personnel in preventing drug and alcohol abuse among all students; and

(14) other programs of drug and alcohol abuse education and prevention, consistent with the purposes of Part B.

6. Describe the manner in which your district will evaluate its drug abuse education and prevention programs.

   a. On what outcomes will the evaluation focus?

   b. What measures will be used to determine attainment of the outcomes?

   c. What are the desired levels of attainment?

   d. What is the time frame for the evaluation (activities and target dates)?

APPENDIX C

End-Of-Year Report Form for Districts

DRUG-FREE SCHOOLS AND COMMUNITIES ACT
END-OF-YEAR REPORT

District Name_____

Person Completing the Report_____

Program Year_____

Yes No Was this report reviewed by the District Advisory Council on drug abuse education and prevention?

_____ _____
Signature Date

Use additional pages as needed.

---

1. Statistics for this program year:

Grade levels directly served _____

Number of sites directly served _____

Number of persons directly served by this program (unduplicated):

	Students	Teachers	Administrators	Parents	Other
Public					
Private					

Explain "Other": _____

_____

_____

2. Identified Program Needs:

Please list the major needs your program addressed during this fiscal year. If the needs have changed from the initial application, please indicate.

3. Results of Coordination:

Identify the results of coordination required with other programs in the community related to drug abuse education, prevention, treatment, and rehabilitation.

4. Results and Analysis:

For each activity, summarize EXPECTED and ACTUAL change(s) or outcome(s). Include data relevant to activities, e.g., titles of inservice training, number of persons served, dates; titles and/or summary of materials purchased; number of disciplinary referrals due to drug/alcohol offenses.

5. Unanticipated Outcomes:

Describe any unexpected changes or outcomes (both positive and negative).

6. Replication:

List any materials and procedures you have developed which may be adapted/adopted by other school districts.

7. Unmet Needs:

List any local program needs that are currently unmet, and specifically identify any additional resources that would benefit this program.

APPENDIX D

Project Plan, Amendment and Evaluation Form for Schools

PROJECT PLAN FORM
FOR DRUG-FREE SCHOOLS AND COMMUNITIES ACT FUNDS

District: _____

School: _____

School Coordinator: _____ Date: _____

Grade Level(s): _____ Number of Students: _____

REVIEWED: _____ _____
School Principal Date

REVIEWED: _____ _____
District Superintendent Date

---

1. Problem Statement (Needs):

2. Goal Statement:

3. Objectives:

4. Activities/Instructional Strategies: Target Dates: People/Agencies Involved: Cost:

5. Budget:

a. Total "A" Costs (Personnel): $_____

b. Total "B" Costs: _____

Educational Supplies _____
Services on a Fee Basis _____
Mileage/Bus _____
Other (Specify) _____

c. Total "C" Costs: _____

Specify type of equipment

_____ _____
_____ _____
_____ _____

6. Resources:

a. Staffing: Indicate the number and FTE of staff to be used in the project.

	Number	@	FTE
Certificated Teacher(s)	_____		_____
Part-Time Temporary Teacher(s)	_____		_____
Educational Assistant(s)	_____		_____
Part-time Tutor(s)	_____		_____
Trained Volunteer(s)	_____		_____
Others (Specify)_____	_____		_____

b. Materials and Supplies: Check the types of materials and supplies planned for use to instruct students in areas of need.

_____ Textbooks
_____ Books other than textbooks
_____ Printed materials other than textbooks
_____ Manipulatives and models
_____ Audio-visual materials
_____ Other (Specify)_____

c. Inservice Training: List anticipated activities to achieve desired goals and outcomes.

_____ Workshops/Conferences
_____ Youth/Helping/Youth
_____ College course
_____ Other.(Specify)_____

End of Year Evaluation Form
for Drug-Free Schools and Communities Act Funds

School_____ District_____

Completed by_____Date:_____

Reviewed by School Principal_____ Date:____

(Use additional sheets for each objective or multiple activities)

Describe an objective of your program:

Describe an activity/activities implemented to meet that objective:

Describe the costs of the activity:

What was the funding source (check all that apply):

_____ School funds
_____ Drug-Free Schools and Communities Act
_____ PTSA
_____ Lions Club
_____ Other _____
_____

Target date: ___/___/___ Completion date: ___/___/___

Grade level(s) targeted:

Level of implementation (check one):

_____ Haven't started
_____ Have started but just begun
_____ Still in progress
_____ Have completed the activity
_____ Have repeated the activity

Degree of effort (check one):

_____ Almost no effort, relative to other project activities
_____ Some, but not one of the major efforts in the project
_____ One of the major activities in the project
_____ The single largest effort among all project activities

Number of participants:

_____ Students
_____ Administrators
_____ Others _____
_____ Teachers
_____ Parents

Describe the outcome of the activity and check below the degree to which the objective was met through the activity:

_____ Not met
_____ Fully met
_____ Partially met

Explain deviation of 10% or more in planned vs. actual:

		Planned	Actual	Explanation
a.	Expenditure	_____	_____	_____
b.	Target group	_____	_____	_____

Date Due to District Office _____

INDICATORS OF SUCCESS

1. Recognizing and Assessing the Problem

   - There was a formal or informal assessment of the problem to determine the extent of drug use.
   - Staff, students and the community were informed of the findings of the assessment.

2. Setting, Implementing and Enforcing the Policy

   - Your school's drug policy promotes a clear no-use message.
   - Students, parents, staff and the community are involved in the formulation of the policy.
   - The students, staff and community are all informed of the school policy.
   - Strict penalties are uniformly and fairly applied for violations of the policy.

3. Teaching Drug Prevention

   - A drug prevention curricula which teaches drug use is wrong and harmful, had been infused into the regular curriculum.
   - Maintains a library of accurate and up-to-date materials.

4. Staff Development

   - Ongoing training is provided for administrators, teachers and staff to enable them to identify drug related problems and determine appropriate responses.

5. Student Involvement

   - Students are involved in prevention activities during and after school, i.e., drug-free proms, drug-free clubs, peer listening, self help groups, etc.

6. Parent Involvement

   - Parents work cooperatively with the school to provide guidance and support needed to resist alcohol, tobacco and other drug use.

7. Community Involvement

   - Civic, business, religious, law enforcement and private groups provide support and resources for the program.

Certification Regarding Drug-Free Workplace Requirements
Grantees Other Than Individuals

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations, published in the January 31, 1989 Federal Register, require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or governmentwide suspension or debarment (see CFR Part 85, Sections 85.615 and 85.620).

The grantee certifies that it will provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing a drug-free awareness program to inform employees about -
  (1) The dangers of drug abuse in the workplace;
  (2) The grantee's policy of maintaining a drug-free workplace;
  (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
  (1) Abide by the terms of the statement; and
  (2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;

(e) Notifying the agency within ten days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction;

(f) Taking one of the following actions, within 30 days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted -
  (1) Taking appropriate personnel action against such an employee, up to and including termination; or
  (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

	CFDA 84.184B
Organization Name	PR/Award Number or Project Name
Name and Title of Authorized Representative	
Signature	Date